

## Fall Community Conference on MCAS a Success!

**O**n Saturday, November 10, 2001, close to 100 parents, professionals, and children stopped by the Children's Museum in Boston, to attend "Families and Schools Working Together for Kids II." The conference provided an opportunity for families to learn together about education reform (specifically the MCAS tests) and to discuss ways to strengthen family-school partnerships and improve children's achievement in school. Through a panel presentation, workshops, and small group discussions, participants learned about and discussed what the MCAS means for schools and students; how to understand MCAS scores; and what schools, students, and families can do for students who need more support to pass.

The Children's Museum provided an excellent location. While parents participated in the conference, their children, guided by licensed childcare providers, toured the Museum, enjoyed the exhibits,



and saw a show! Breakfast, lunch, interpreters in Spanish and Portuguese, and free/reduced parking were also available to participants.

Co-sponsors of the conference included Parents' PLACE, Massachusetts Coalition for Teacher Quality and Student Achievement, Dudley Street Neighborhood Initiative (DSNI), EdLaw Project, Youth Advocacy Project, Dudley Neighborhood Based Team, and the Boston Parent Organizing Network (BPON).

## SAVE THE DATE!

### Supporting Student Outcomes Through Family Involvement

2nd Annual Parent Leadership  
Exchange Conference

**Saturday, May 4, 2002**  
**at Northeastern University**  
**8:30 a.m. to 3:30 p.m.**

*Join us for a full day of activities, including Panel Discussions, Networking Sessions, Guest Speakers*

For Parent Leaders, Community  
Representatives, Teachers, and  
Administrators

#### Morning and Afternoon Workshops

- Cultural Competency
- Family Involvement – Best Practices
- Creating Family Centers
- Finding Funding for Parent Programs

*And many more!*

Co-Sponsored by the Institute for  
Responsive Education and Parents'  
PLACE at the Federation for Children

**Call 617-635-5813 or 617-236-7210, x113**  
**(Marva) for details.**

## NEW Violence Prevention Workshop



**P**arents play a crucial role in efforts to prevent violence among children and youth. In fact, the more families are involved in their children's growth both in and outside the school, the more likely children are to experience school success and the less likely to become involved in antisocial activities. Effective violence prevention strategies operate best in school communities that involve families in meaningful ways. In addition, schools that are effective at preventing violence support families when they express concerns about their children and encourage them to get the help they need.

In continuing our mission to foster family involvement in education, Parents' PLACE is proud to announce a new workshop, "What Families and Schools Can Do to Prevent Violence." This workshop for parents, school professionals, and community members discusses the principles of safe schools and effective violence prevention. It covers current research about school safety, characteristics of safe and responsive schools, warning signs of bullying and violence, and strategies parents, teachers, and students can use to prevent violence.

Sandy Blanes gave the debut presentation of "What Families and Schools Can Do to Prevent Violence" to a group of over 40 child care professionals, teachers, parents, and community members in Woburn in early December 2001. Attendees found the workshop engaging and well-organized, and the strategies useful. Groups interested in scheduling this free workshop should call the Parents' PLACE workshop coordinator, Becca Hubble, at 877-471-0980 x142.

# “Don’t Talk to Me— My Friends Are Watching!”

## How parents can stay involved in education during the middle and high school years

The words above are all too familiar for many parents of preteens and adolescents. As children approach their teen years, many parents also find it difficult to strike a balance between “letting go” and “being there” for their children. The middle and high school years are difficult for young people, filled with growing peer pressure, dramatic physical changes, and an awakening need for more independence. Research shows that parent involvement begins to decline at the onset of the pre-teen and adolescent years—but that doesn’t mean children wouldn’t still benefit from it.

The reason for this decline in parent involvement is two-fold. First, maturing children have a growing need to develop a sense of self and independence. They begin refusing help from their parents and don’t want them along when they’re with friends. Young people make it clear they don’t want their parents playing the same large role in their upbringing and schooling that they once did.

Second, parents’ roles begin changing, too, in order to allow for their children’s identity development. While parents continue to offer support and love, they begin stepping back in all aspects of their children’s lives in order to show respect for their children’s growing independence. In *Playing Their Parts*, a 1999 study by the research group Public Agenda, 25% of parents think that “kids can handle school on their own and need parents less” in secondary school.

In addition, as children adjust to their new school and new courses, parents may have less understanding of the work their kids are doing in school. The Public Agenda study found that the #1 reason high school parents gave for becoming less involved in their children’s education was that “school-work becomes more difficult for parents to help with.” Parents may feel unable to help with homework and may hesitate to discuss curriculum issues with teachers, resulting in their becoming less involved overall.

### Reversing the trend

Research has shown that those middle and high schools that help families adjust to this transition show higher student achievement, higher graduation rates, and have more students admitted to colleges. A study by the *US News and World Report* and National Opinion Research Center assessed 1,053 high schools throughout the U.S. Of the 96 schools identified as educationally outstanding, 80% of them had developed strong partnerships with parents. Many other research studies have shown that when parents are involved, their students achieve more—regardless of their socioeconomic status, ethnic background, or the parent’s education level.

Although students may not want parents directly involved in their classroom, there are many ways parents can be involved in middle and high schools that lead to positive effects on students. Here are some successful ideas that school communities have used to create comprehensive parent involvement programs.

- Provide special transition or orientation sessions for parents and students entering middle and high school
- Provide training and instruction for parents on curriculum, teaching methods, and tracking, assessment, and placement procedures and how they affect students.
- Invite teachers, parents, and students to work together to design and monitor different community service experiences.
- Invite parents and students to serve on site-based management teams to participate in school decision-making.
- Encourage parents to volunteer by adopting and sponsoring academic programs, school clubs, or teams.

Increasing parent involvement in middle and high schools benefits everyone—parents, teachers, schools, and the students themselves. Understanding how young people feel about their parents during their middle and high school years is important to developing effective parent involvement programs.



## Best Practices in Parent Involvement for Middle Schools and High Schools

**Sundae Social:** Host an ice cream sundae social at the school the weekend before school starts to help new students and their families become familiar with the school grounds. Provide free sundaes to families while they pick up class schedules, tour the school, meet the faculty and administration, and become PTA or PTO members.

**Safe Surfing:** Choose one day out of the month for you and your child to surf the Internet together. Take turns choosing what sites to visit. This activity will show you what sites your child likes to visit and you’ll gain additional information about your son’s or daughter’s interests, likes, and dislikes.

**Parent-to-Parent Events:** Facilitate parent-to-parent events so that families can meet and get to know each other and their children’s friends. For example, host a parents’ event during pre-game or pre-show time. These informal gatherings help parents get to know each other and better monitor their children’s after-school and social activities.

**Monthly Coffee:** Host a monthly “Principal’s Coffee” at the school where students, parents, and community members can meet with the principal to share ideas, ask questions, or voice concerns.

This article includes excerpts from two articles, “Middle School/ High School Parent Involvement” and “Parent Involvement Best Practices for Middle Schools and High Schools” taken from the National PTA web site, at [www.pta.org/programs/hsmskit.htm](http://www.pta.org/programs/hsmskit.htm). For more information, call Parents’ PLACE at 877-471-0980, x142.

# MCAS Help for Students Online!

In November 2001, the state and district scores from the Spring 2001 MCAS test were released. Unlike years past, where test results were used primarily for school and district evaluation, the grade 10 exam held a new challenge: high stakes for students. Starting with the class of 2003 (current 11th graders), students must pass both the English Language Arts and Math MCAS exams as a competency determination, a new requirement for graduation. Across the state, 82% of all tenth graders passed the English Language Arts exam, up from 66% last year. In math, 75% passed, up from just 55% last year. In total, over two-thirds (67%) of the class of 2003 earned the competency determination on their first try. Those who did not pass both tests will have four additional opportunities to retest before graduation. The first retest was given on December 10-13, 2001.

Although pleased with the recent improvements, parents, administrators, and teachers are dedicated to helping all students master the high standards and demonstrate their proficiency on the MCAS. The state has budgeted \$50 million this fiscal year alone to fund student support programs across the state, such as in-school, after-school, weekend, or summer classes. All schools are eligible to receive funds, and each school or school district can choose what programs it will use to help its students pass the MCAS tests. Ask your child's teachers or principal what programs are available in your community. For more general information about the MCAS, parents, students, and other community members can call the statewide toll-free hotline, 1-866-MCAS-220 (866-622-7220) or go to the web site, [www.mcasinfo.com](http://www.mcasinfo.com).



In addition to person-to-person programs, the Massachusetts Dept. of Education and other groups have launched websites as another strategy to support student learning and preparation for the MCAS. Three web sites in particular, [mcasmentor.com](http://mcasmentor.com), [mcas2003.com](http://mcas2003.com), and [smarthinking.com](http://smarthinking.com) offer a wide spectrum of help for students. The Dept. of Education also launched [mcastutors.com](http://mcastutors.com) to centrally organize and recruit volunteer mentors and tutors.

**MCASmentor.com** was created by a group of teachers who wanted to share resources and to teach students to high standards without bending to the pressure to "teach to the test." In addition to resources for teachers, [MCASmentor.com](http://MCASmentor.com) provides a wealth of free resources and interactive exercises for families and students, by grade level and subject. Students can play online games that quiz them on standards. For example, 4th grade students can strengthen their number sense and

operations skills, such as long addition, by playing math "baseball" against the computer. [MCASmentor.com](http://MCASmentor.com) includes links to the online copies of the Curriculum Frameworks, so families can become more familiar with the specific standards. Resources for teachers include sample lesson plans and materials, and links to excellent supplementary material. For example, one link lists children's books that deal with historical events, so teachers can simultaneously teach literacy and history.

**MCAS2003.com** was created by the Mass Dept of Education, in contract with [home-room.com](http://home-room.com) to help the class of 2003 prepare for the retest exams. Students can log on to this website at any time to use the practice materials. The web site is available to all 11th graders until May 2002.



The Mass Dept. of Education has also launched a partnership with **Smarthinking.com** to provide one-on-one tutoring on line, in "real time," where the tutor and student are logged on at the same time, so students can get immediate answers to questions and personalized help. Starting in January, the online tutoring will be available for 13 weeks to approximately 700 students in school districts across the state that are struggling to improve MCAS scores. School officials will give priority to students with no computer access at home, and those who have shown they learn well using computer technology in school. Students in the class of 2003 are given priority, but students in the class of 2004 are also eligible. Most of the tutoring will be spent on 10th grade mathematics standards, and with the remaining time focused on English skills, and writing essays.

Last summer, Gov. Jane Swift called on people across the state to become mentors and tutors for all students who fail the 10th grade MCAS tests. Since her announcement, the Dept. of Education developed the web site, [www.mcastutors.com](http://www.mcastutors.com), where interested volunteers can learn about becoming a tutor or mentor. Volunteers who have expertise in academics will be designated as tutors and work with students on academic achievement. Other volunteers will be designated as mentors and will focus on relationship building. The website spells out requirements, including a commitment to work regularly with the students, and for tutors, a basic understanding of the state standards, and a proficiency in either English or math.

# Getting to Know the Mathematics Curriculum Frameworks

It's time to take another look at the Massachusetts Curriculum Framework, the state education standards. (As many of you know, standards describe what students should know and be able to do as a result of their schooling.) The Mathematics Curriculum Framework is divided into five categories, or *strands*. These strands are a) Number Sense and Operations; b) Patterns, Relations, and Algebra; c) Geometry; d) Measurement; and e) Data Analysis, Statistics, and Probability. Within each strand, the specific skills or concepts that children should learn, called learning standards, are divided into grade spans, such as Pre-K – K or grades 1 – 2. The Framework also provides ideas of activities for teaching or assessing the mastery of these *learning standards*. Below are some sample learning standards at different grade levels and from different strands. You can use these or similar activities to reinforce math learning at home. Try the following activities with your children!

## Grades 1-2, Strand:

### Number Sense and Operations

*Learning standard 2.N.1:* Name and write in numerals whole numbers to 1000, identify the place values of the digits and order the numbers.

#### Sample activity #1:

Using the numbers, 8, 6, and 4:

Q1. Write the smallest three-digit number:

\_\_\_\_\_

Q2. Write the greatest three-digit number:

\_\_\_\_\_

Q3. Write four other three digit numbers:

\_\_\_\_\_

[Answers: Q1: 444 (or 468, if not using repeating values); Q2: 888 (or 864); Q3: can include 444, 446, 448, 464, 468, 484, 486, 488, 644, 646, 648, 664, 666, 668, 684, 686, 688, 844, 846, 848, 864, 868, 884, 888]

## Grades 3-4, Strand: Geometry

*Learning standard 4.G.4:* Identify angles as acute, right, or obtuse.

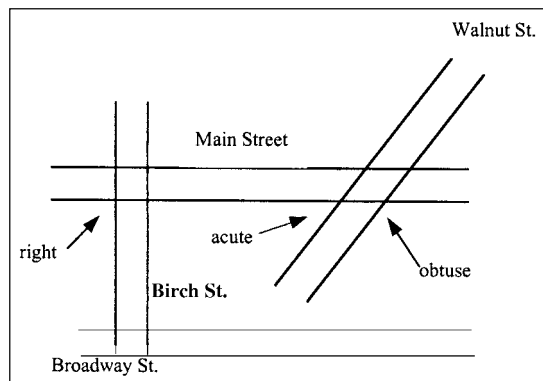
*Learning standard 4.G.5:* Describe and draw intersecting, parallel and perpendicular lines.

#### Sample activity #2: Main Street

**Definitions:** Obtuse angle—an angle greater than a right angle; acute angle—an angle less than a right angle.

1. Draw Broadway Street *parallel* to Main Street. Write the name Broadway on this street.
2. Draw Birch Street *perpendicular* to Main Street. Write the name Birch on this street.
3. Draw Walnut Street so that it intersects Main Street but is not perpendicular to Main Street. Write the name Walnut on this street.
4. Determine what types of angles are present.

[Answer: here's one possible drawing]



## Grades 5-6, Strand: Data Analysis, Statistics, and Probability

*Learning Standard 6.D.1:* Describe and compare data sets using the concepts of median, mean, mode, maximum, minimum, and range.

#### Sample Activity #3:

So far this term, Heidi has these scores on quizzes: 87, 86, 96, 87. What is the lowest score she can get on the one remaining quiz to have a final average (mean) score of 90?

[Answer: 94]

## Grades 7-8, Strand: Measurement

*Learning Standard 8.M.1:* Select, convert (within the same system of measurement), and use appropriate units of or scale.

*Learning Standard 8.M.4:* Use ratio and proportion (including scale factors) in the solution of problems, including problems involving similar plane figures and indirect measurement.

#### Sample Activity #4:

At the end of every second mile of the Boston Marathon, a typical marathon runner takes a four ounce cup of water. Instead of drinking all of the water, the runner sips some of it and then throws the rest on his or her head or body to cool off.

Assuming the typical runner drinks half of the water in each cup, how many ounces of water would an average runner drink during an entire 26.2 mile marathon? Explain how you found your answer.

[Answer: 26 ounces]

## Grades 9-10, Strand: Patterns, Relations, and Algebra

*Learning Standard 10.P.1:* Describe, complete, extend, analyze, generalize, and create a wide variety of patterns, including iterative, recursive (e.g., Fibonacci Numbers), linear, quadratic, and exponential functional relationships.

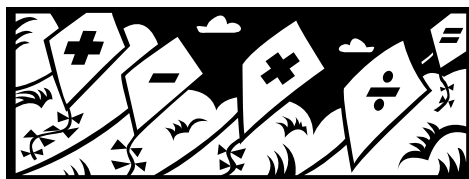
*Learning Standard 10.P.7:* Solve everyday problems that can be modeled using systems of linear equations or inequalities. Apply algebraic and graphical methods to the solution. Use technology when appropriate. Include mixture, rate, and work problems.

#### Sample activity #5:

Research the changes in the number of cellular phones and personal computers in the U.S. between 1980 and 2000. First estimate, then use graphing calculators to decide whether the linear, quadratic, or exponential model is appropriate in each case. Compare growth rates and predict future changes in the use of each item. [The discussion may lead to topics in history and social studies related to growth and use of technology, including mathematical models to represent the changes.]

# Families and Math

## A Great Combination!



Families—as guides, supporters and children’s first teachers—are crucial to student success. The more adults become engaged in their children’s education, the greater the chances that children will succeed. Here are some questions parents may have about helping their children learn and apply math skills in their daily lives.

*How come the math my child brings home doesn’t look like the math I remember?*

If you don’t recognize the math in your child’s homework, think about how the world has changed since you were in school. Advances in science, technology, and information processing, combined with the changing workplace, make it necessary for all students to learn more math.

Arithmetic skills, although important, are no longer enough. To succeed in tomorrow’s world, students must understand algebra, geometry, statistics, and probability. Business and industry demand workers who can

- Solve real-world problems,
- Explain their thinking to others,
- Identify and analyze trends from data, &
- Use modern technology.

The mathematics that students do should prepare them with the skills necessary for their futures. Instead of worksheets, your child may bring home problems to investigate that are related to real life—investigating salaries, life expectancy, and fair decisions, for example. Giving students opportunities to learn and apply math maximizes their future options.

*What can I do to help my child get the most out of math?*

Helping your child succeed in math is not much different from helping your child with anything else. Here are four fundamental principles to remember as you work together:

**Be positive about math.** Even if you weren’t too good at math, your child doesn’t have to

know that. Have a good attitude and she will, too. Here’s what one parent has said, “I enjoy sitting down with my child and struggling through a problem together. Sometimes it’s hard work, but every chance I get, I tell her how important it is.”

**Communicate with your child.** For a few minutes a day, sit down with your child and ask him what math he’s working on. By explaining it to you, it may become clearer to him. Listening to your child talk about math problems may be a challenge sometimes, but it’s another way to show you care. One parent shared “From talking to my daughter, I’ve begun to see math in an entirely new way. She likes taking the lead, and I’m sure that teaching me helps reinforce what she’s learned.”

**Have high expectations.** Help reinforce the message that more math means more opportunity. Encourage your children to take the challenging math courses they need to prepare them for the future. One parent shared, “I quite taking math after algebra. What a mistake! I’ll urge my stepson to take all the math he can get.”

**Respect the way your child learns.** Don’t start “twenty questions” the minute your child walks in the door. Think how you feel when you first get home. Just like you, he probably needs to take a break.

Recognize that your child has her own work habits, and they’re probably different from yours. You can give her a tidy desk in a quiet setting, but she may prefer her headphones and an unmade bed. So relax. Help them on their terms, not yours.

Doing well in math means doing their personal best, but may not always mean getting an “A.” Instead of simply focusing on grades, help your child develop confidence in his ability to solve a problem. Says one parent, “I love to see his excitement when he cracks a problem and knows it’s right.”

This article is an excerpt from *Figure This! Math Challenges for Families*. For a copy, please visit [www.figurethis.org](http://www.figurethis.org) or call toll-free 1-877-GO-SOLVE.

## Helping with Math Homework

*Math homework is due tomorrow. How can I help?*

You should feel good if your child comes to you for help with math homework. If you are unsure about math, don’t panic. There are important ways that you can help. If you’re good at math, don’t take over. You’ll help most as a guide.

Here are some questions you can ask that will help your child as she does her math homework. These questions aren’t a script but can help you and your child tackle the challenges of math homework.

What is the problem you’re working on?  
Let’s look at it.

What do the directions say?

What words or directions don’t you understand?

Where do you think you should begin?

What do you already know that can help you work through the problem?

Show me what you’ve done so far.

Where can we find help in the textbook or notes?

Are there similar problems to look at?

Let’s try drawing a picture or making a diagram.

What did the teacher ask you to do?

What problems like this one have you had before?

Tell me where you’re stuck.

Who can you call to help?

Let’s try using a calculator.

Let’s skip this problem and go on to another.

What is the number for the school’s Homework Hotline?

Why don’t we look for some help on the Internet?

What type of partial work does your teacher accept?

Can you go in before or after school for help from your teacher?

Should we tackle this another time?

This article is from *Figure This! Math Challenges for Families*. For a copy, please call toll-free 1-877-GO-SOLVE or visit [www.figurethis.org](http://www.figurethis.org).

# Put Reading First

## A Guide for Parents

**L**earning to read is hard work for children. Many studies and research suggest common themes on how to give a child a good start in reading. Becoming a reader involves the development of important skills, including learning to:

- Use language in conversation
- Listen and respond to stories read aloud
- Recognize and name the letters of the alphabet
- Listen to the sounds of spoken language
- Connect sounds to letters to figure out the “code” of reading
- Read often so that recognizing words becomes easy and automatic
- Learn and use new words
- Understand what is read

When children become good readers in the early grades, they are more likely to become better learners throughout their school years and beyond.

You can help your children become readers. Learning to read takes practice, more practice than children get during the school day. This article describes what a quality reading program should look like at school and how you can support that program through activities with your children. As a parent or family member, you can help by understanding what teachers are teaching, by asking questions about your child’s progress and the classroom reading program, and by encouraging reading at home.

### *If your child is just learning to read...*

At school you should see teachers:

- Teaching the sounds of language
- Teaching the letters of the alphabet
- Helping children learn and use new words
- Reading to children every day

### **At home you can help by:**

*Practicing the sounds of language.* Read books with rhymes. Teach your child rhymes, short poems, and songs.

*Helping your child take spoken words apart and put them together.* Help your child

separate the sounds in words, listen for beginning and ending sounds, and put separate sounds together.

*Practice the alphabet by pointing out letters wherever you see them and by reading alphabet books.*



### *If your child is just beginning to read...*

At school you should see teachers:

- Teaching phonics—how sounds and letters are related
- Giving children the opportunity to practice the letter-sound relationships they are learning.
- Helping children write the letter-sound relationships they know by using them in words, sentences, messages, and their own stories.
- Showing children ways to think about and understand what they are reading.

### **At home you can help by:**

*Pointing out the letter-sound relationship your child is learning on labels, boxes, newspapers, magazines, and signs.*

*Listening to your child read words and books from school.* Be patient and listen as your child practices. Let your child know you are proud of her reading.

### *If your child is reading...*

At school you should see teachers:

- Continuing to teach letter-sound relationships for children who need more practice.
- Teaching the meaning of words, especially words that are important to

understanding a book.

- Teaching ways to learn the meaning of new words.
- Helping children understand what they are reading.

### **At home you can help by:**

*Rereading familiar books.* Children need practice in reading comfortably and with expression using books they know.

*Building reading accuracy.* As your child is reading aloud, point out words he missed and help him read words correctly. If you stop to focus on a word, have your child reread the whole sentence to be sure he understands the meaning.

*Building reading comprehension.* Talk with your child about what she is reading. Ask about new words. Talk about what happened in the story. Ask about the characters in the story. Encourage her to read on her own.

### **Make reading a part of every day.**

One of the most valuable things you can do is to help your children see how much reading and language is a part of every day life. Here are different ways you can encourage developing readers in your home:

- Share conversations with your child at meal times and other times. Children learn words more easily when they hear them spoken often. Introduce new and interesting words at every opportunity.
- Read together every day. Spend time talking about stories, pictures, and words.
- Be your child’s best advocate. Keep informed about your child’s progress in reading, and ask the teacher about ways you can help.
- Be a reader and a writer. Children learn habits from the people around them.
- Visit the library often. Story-times, computers, homework help, and other exciting activities await the entire family.

This article is an excerpt of an excellent new brochure for parents, published by *The Partnership for Reading*. For copies of this brochure, call the National Institute for Literacy at ED Pubs (the federal government’s publishing house), at 1-800-228-8813.

# PARENTS' PLACE WORKSHOPS

## WORKSHOPS FOR FAMILIES

*(Available in English, Spanish, and Portuguese)*

### **Parents Are Powerful: A workshop to promote family involvement in education**

A workshop for families and community members interested in getting more involved, but unsure where or how to begin. This workshop discusses:

- Research on the importance of family involvement and its benefits for kids and schools
- Brief overview of standards-based education reform, including MCAS
- Ways to determine whether your child is getting a quality education
- Strategies for supporting your children's success and advocating for quality education.

*(Introductory Level)*

### **Parents Are Powerful in American Schools: A workshop for new immigrant families**

This workshop covers the information in Parents Are Powerful (described above) as well as the American school system (enrollment, the grading system, differences between public, private, and religious schools) and the rights of students with limited English proficiency.

*(ESL/Introductory Level)*

### **Families and Schools Together: How families can partner with schools to ensure that children receive a quality education**

This workshop is for parents and community members who are already involved in their schools and are looking for additional ways to impact their children's learning and achievement. This workshop explains:

- standards-based education, including curriculum frameworks, instructional strategies, and learning styles
- standardized tests, including MCAS
- Your role as partner with the school in ensuring your child's success.

*(Intermediate Level)*

### **MCAS: High stakes and high standards for students and schools**

This workshop explains MCAS, the statewide testing system, and what lies ahead in the immediate future. Parents who want to supplement the school's efforts in helping children reach the state standards would benefit from this workshop.

Specifically, this workshop covers:

- Brief history and purpose of MCAS
- Explanation of the MCAS test and its implementation
- MCAS sample questions and responses
- Supports and resources available for helping students improve their performance.

*(Intermediate Level)*

### **What Families and Schools Can Do to Prevent Violence**

This workshop is for parents, school professionals, and community members who want to learn the principles of safe schools and effective violence prevention.

This workshop covers:

- Current research on school violence and school safety
- Characteristics of safe and responsive schools
- Warning signs of bullying and violence
- Strategies for what parents, teachers, and students can do to prevent violence.

*(Introductory Level)*

## WORKSHOPS FOR SCHOOLS

*(available in English)*

### **Creating Family-Friendly Schools**

This workshop for teachers, administrators, and staff discusses ways to increase effective interactions between schools and families. Key elements of the workshop include:

- Identifying characteristics of family-friendly schools
- Developing strategies to support family involvement
- Developing a school profile on family-friendly practices
- Achieving better understanding of diverse cultures.

### **Opening the Door to Family-Friendly Schools: Building Partnerships with Families through the Front Office**

This workshop for front office personnel emphasizes the influential role they play in interactions with parents, administration, teachers, and other school staff.

This workshop helps them:

- Recognize they are an important link to greater parent involvement
- Understand the need for a "customer service" approach in schools
- Identify effective communication styles and skills
- Define family-friendly practices.

### **Raising Student Achievement: Family Involvement Really Works**

This workshop can be given to groups of parents, teachers, or a mix of both, as it discusses the needs and perspectives of both sides in working towards children's success in schools. This workshop:

- Gives an overview of the research about family involvement in education
- Explains the different types of family involvement, and how children benefit from each type
- Teaches innovative ways to develop collaborative relationships between parents and teachers
- Builds perspective and communication: Parents learn what teachers suggest parents do, and parents can share their own suggestions for teachers.

*(Intermediate Level)*

### **What Families and Schools Can Do to Prevent School Violence**

(see description under Workshops for Families).

*To schedule a workshop, please call Becca Hubble at Parents' PLACE at 877-471-0980, x142.*

# Upcoming Parent's PLACE Events

*This calendar lists some of the upcoming events sponsored by Parents' PLACE and its partners. FamiliesFirst workshops listed below are sponsored by Parents' PLACE. For more information on any of these events, for a full list of events, or to request a workshop, please call Becca Hubble at Parents' PLACE at 877-471-0980, x142.*

## JANUARY 2002

**1/24**, Roxbury, *Raising Student Achievement*, in English, 6-8pm

**1/28**, Cape Cod, *Parents Are Powerful in American Schools*, in Portuguese, 6-8pm

**1/31**, Lawrence, FamiliesFirst workshop: *When You're Tired of Yelling: Talking, Listening, and Problem Solving in the Family.*

## FEBRUARY 2002

**2/4**, Westborough, *Parents Are Powerful (part II)*, in Portuguese, 6:30-8:30pm

**2/4**, Westborough, *Parents Are Powerful (part II)*, in Spanish, 6:30-8:30pm [tentative]

**2/6**, Westborough, *Parents Are Powerful in American Schools*, in Portuguese, 6:30-8:30pm

**2/9**, Boston, *Federation for Children Annual Conference*. Workshops in English, Spanish, and Portuguese\*

**2/11**, Boston, *Boston Parent Organizing Network (BPON) General Membership Meeting.*

**2/12**, Avon, *Parents Are Powerful*, in English, 6:30-8:30pm

**2/12**, Franklin, *Parents Are Powerful*, in English, 6:30-8:30pm

**2/20**, Boston, *Parents Are Powerful*, in Spanish, 6-8 pm

**2/26**, Allston, *Parents Are Powerful in American Schools*, in Portuguese, 5:30-7:30 pm

**2/28**, Peabody, *Parents Are Powerful in American Schools*, in Portuguese, time TBD.

## MARCH 2002

**3/5**, Framingham, *Parents Are Powerful*, in English, 6-8pm

**3/6**, Boston, *Positive Approaches to Discipline*, in Spanish, 6-8pm.

**3/13**, Hyannis, *Parents Are Powerful in American Schools*, in Portuguese, 6-8pm

**3/19**, Avon, *Families and Schools Together*, in English, 6:30-8:30pm

*\* Paid registration required; please call Parents' PLACE for registration information.*



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